

TEACHER(S): JOHNSON, BAILEY

SUBJECT: ECONOMICS

WEEK OF: August 24 – 28, 2015

WEEK: 3

DAY	Standard Addressed	Activities	Instructional Strategies	Resources	Assessment
MON	EF 1b Define and give examples of productive resources (factors of production): land (natural), labor (human), capital (capital goods), entrepreneurship.	<p>Do Now: What does TINSTAAFL mean?</p> <p>Opening/Tie-in: Continuation exercise of work started last week on Factors of Production</p> <p>Work Session: 1. Analyze the Factors of Production Activity #1, #3 WG 2. Quiz 1/2 Ind</p> <p>Closing: Q - Did you pass the quiz...why or why not? (<i>Power Block: Teacher reads "The Broken Window" by Henry Hazlitt; vocab check</i>)</p>	<input checked="" type="checkbox"/> Whole Group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Smartboard Analyzing FoP for Smartboard Quiz 1/2	Formative: Teacher Observation Q&A Activity results Quiz 1/2 Summative:
TUES	<p>EF 1a Define scarcity as a basic condition that exists when unlimited wants exceed limited productive resources.</p> <p>EF 1c List a variety of strategies for allocating resources.</p> <p>EF 2b Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal cost.</p>	<p>Do Now: Name 2 ways you could use to decide who gets what (allocate resources)?</p> <p>Opening/Tie-In: Introduce how allocation strategies tie in to scarcity and FoP</p> <p>Work Session: 1. Graphic Organizer – Resource Allocation Strategies (Handout/Discuss) WG 2. I Don't Want Much, I Just Want More – Allocation Activity (econedlink.org) a. First Come – First Serve Allocation Game SG b. Allocation Method – Matching Game (Pairs) SG</p> <p>Closing: Q – Which allocation strategy is fairest? (<i>Power Block: With reading of left column make determination if hoodlum is a public benefactor?</i>)</p>	<input checked="" type="checkbox"/> Whole Group <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Paired <input type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Smartboard Graphic Organizer Handout Allocation Activity materials	Formative: Teacher Observation Q&A Activity results Summative:
WED	<p>EF 2b Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal cost.</p> <p>SSPF 1 The student will apply rational decision making to personal spending and saving choices</p> <p>PF 1a Explain that people respond to positive and negative incentives in predictable ways</p> <p>PF 1b Use a rational decision making model to select one option over another</p>	<p>Do Now: Which allocation strategy is the one used by the market?</p> <p>Opening/Tie-In: Introduce decision making as personal tool for dealing with scarcity</p> <p>Work Session: 1. Choice, Opportunity Costs, and Decisions(Focus: HS Economics, Lesson One – Activity 1: Planning a Dance) SG 2. Discuss small group decision making WG</p> <p>Closing: Think about how you budget you money for tomorrow's activity (<i>Power Block: With reading of right column make determination if you are still correct about hoodlum</i>)</p>	<input checked="" type="checkbox"/> Whole Group <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Paired <input type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Smartboard Planning Dance Handouts	Formative: Teacher Observation Q&A Activity results Summative:
THUR	<p>EF 2b Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal cost.</p> <p>SSPF 1 The student will apply rational decision making to personal spending and saving choices</p> <p>PF 1a Explain that people respond to positive and negative incentives in predictable ways</p> <p>PF 1b Use a rational decision making model to select one option over another</p>	<p>Do Now: How do you determine if you have enough money to pay your bills?</p> <p>Opening/Tie-In: Bring decision making to a more personal level</p> <p>Work Session: 1. Choice, Opportunity Costs, and Decisions(Focus: HS Economics, Lesson One – Activity 2: Budget Trade-offs) SG 2. Discuss small group decision making WG</p> <p>Closing: Is preparing a budget a good idea? (<i>Power Block: Based on what you have learned, was Katrina good for the economy and why?</i>)</p>	<input checked="" type="checkbox"/> Whole Group <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Paired <input type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Smartboard Budget Trade offs handout	Formative: Teacher Observation Q&A Activity results Summative:
FRI	<p>EF 2b Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal cost.</p> <p>SSPF 1 The student will apply rational decision making to personal spending and saving choices</p> <p>PF 1a Explain that people respond to positive and negative incentives in predictable ways</p> <p>PF 1b Use a rational decision making model to select one option over another</p>	<p>Do Now: How do you prepare for unintended consequences?</p> <p>Opening/Tie-In: Show best experience is to study how others made and recovered from mistakes</p> <p>Work Session: 1. Stossel Micro Video # 1 – Costs & Benefits of Government Regulation (4:48) WG 2. Stossel 2008 Video # 4 – Unintended Consequences (4:48) WG 3. Exercise # 1 (Individual Writing) X = Opportunity Cost Ind</p> <p>Closing: Is government regulation always worth the cost? (<i>Power Block: Rewrite story in your own words to make it more understandable today</i>)</p>	<input checked="" type="checkbox"/> Whole Group <input checked="" type="checkbox"/> Small Group <input type="checkbox"/> Paired <input checked="" type="checkbox"/> Independent <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Differentiation <input type="checkbox"/> Other	Smartboard Stossel Micro Video # 1 Stossel 2008 Video # 4	Formative: Teacher Observation Q&A Exercise # 1 Summative: